



ASIA LEADERSHIP
ROUNDTABLE

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The West Wind vs. The East Wind: Understanding Leadership for Teacher Learning

東風、西風：促進教師學習的教育領導



香港教育大學
The Education University
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華東師範大學
華東師範大學教育發展研究所
ECNU Asia Pacific Centre for Leadership and Change



江干教育



Teachers as Reform Leaders in Chinese Schools

Darren Bryant and Melvin Rao Chunping

This paper analyzes the influence of teacher leadership on the enactment of educational reforms at three schools in southeast China. It considers how the work of middle and teacher leaders in schools is structured to support reform enactment at the school level. And, it illuminates teacher leadership in a Chinese context other than the scrutinized Shanghai school system.

The research was conducted in three case study sites in one school district in southeast China. Low, moderate and high academic achieving schools which had engaged teacher leaders in instructional reforms were selected. A combined total of 34 senior, middle and teacher leaders participated in semi-structured interviews which were analyzed through a comparative coding process.

Across the three schools, teacher leaders without positional authority strongly influenced the instructional reforms. Their influence was bolstered by formal recognition systems, opportunities to lead projects that were directly related to the reform efforts and to mentor novice students. Mechanisms and structures embedded in schools thus supported the efficacy of teachers without formal authority.

This research yields insight on teacher leaders' influence of reform. It considers how the work of teacher leaders can be structured in a manner that impacts on reform enactment at the school level. And, it illuminates teacher leadership in a Chinese context other than the scrutinized Shanghai school system.